



MEMORANDUM

TO: Prospective Early Childhood Education Student Teachers

FROM: **Dr. Lynn Bagwell, Clinical Director of Early Childhood Education**

SUBJECT: Student Teaching Entry Packet (STEP)

Dear Teacher Candidate,

We are pleased that you have reached a critical point in your educational pursuit to become a licensed educator. As a culminating experience, student teaching is a time to expand your understanding of young children and your knowledge of teaching and learning. It is also a time to take risks in a supportive environment. The STEP packet process is designed to give you the opportunity to demonstrate student teaching readiness based on entry level teacher education competencies and the programmatic focus on culturally relevant and responsive, developmentally appropriate content and pedagogy. As such, please spend some time reflecting on your overall experiences up to this point that shape how you situate yourself as a teacher of young children. This packet includes the directions and forms necessary for completing the packet. Applications will be evaluated by faculty for admission to student teaching and submitted to administrators and cooperating teachers who will use your information to screen you for placement in the public schools. Submission of packet does not guarantee admission to student teaching. You will be notified in writing should your packet submission not meet the high standards of faculty in the College of Education.

I. The packet must consist of the following documents and be submitted at the Student Teacher Orientation meeting **one semester prior to the student teaching semester**. In order for your packet to be considered, it must be complete.

- _____ 1. Letter of Introduction (see p. 3)
- _____ 2. Self-Evaluation of Student Teaching Preparedness survey (see p. 4-5)
- _____ 3. Lesson Plan from one of your practicum placements (see p. 3)
- _____ 4. Confidential Faculty Recommendation from ECED faculty (see p. 6)

_____ 5. *Practicum Evaluations*: Please select a total of **two** courses from below and include your copies of Practicum Evaluation Forms from each course you choose. Please be sure to include the evaluations from the cooperating classroom teacher.

ECED 220 Midterm/Final	ECED 230 Midterm/Final	ECED 329 Midterm/Final

_____ 6. *Copy of Degree Check* completed during the semester prior to commencing student teaching

_____ 7. *Unofficial transcripts* (obtain from NMSU registrar, **NOT** COE Advising Center)

II. You will submit three packets explained below.

1. **Faculty Packet (Must be professionally bound)**: Include items #1-7 listed above with **dividers labeled appropriately**. Please include a cover sheet that includes your full name, address, phone number, e-mail and content area.
2. **Placement Packet (Put in a file folder)** – Administrators and/or Cooperating Teachers: Include items #1-3 listed above. Please include a cover sheet with your full name, address, phone number, e-mail and items 1-3 listed above.
3. **File folder (Put in a file folder)** - University Supervisor: Include items #1-3 listed above. Please include a cover sheet with your full name, address, phone number, e-mail and items 1-3 listed above.

III. Incomplete or insufficiently organized submissions will not be reviewed.

IV. For those who might be interested in distance student teaching please contact the Clinical Director of Early Childhood Education once your STEP packet has been approved.

The following pages provide an in-depth explanation to the components of the Student Teacher Entry Packet (STEP). If you have any questions, please contact Dr. Lynn Bagwell (lynnb@nmsu.edu).

**LETTER OF INTRODUCTION
EARLY CHILDHOOD EDUCATION STUDENT TEACHING**

Directions: Write a thoughtful 2 page typed, single-spaced letter of introduction demonstrating your understanding of the foundations for teaching and learning in early childhood education. This letter will be evaluated by faculty; however, it will ultimately be given to your prospective cooperating mentor teacher and university supervisor. Your letter should reflect professional business letter formatting and preparation. Please minimally address the following concepts in your introduction letter:

1. What is your role as a professional early childhood educator in a diverse society?
2. Identify what you believe is one of the greatest challenges facing early childhood education. Include how you feel your role as a novice educator can impact that challenge.
3. Why are you passionate about teaching in the field of early childhood education?
4. Detail your experience working with children and families (practica, internships, substitute teaching, employment, and volunteer work). What have these experiences ultimately taught you about young children and their lives and what is required of you as a professional educator to engage them in learning? What have you learned about partnerships with families and the importance of those partnerships in supporting children's learning?
5. Identify three (3) of your strength areas based on the content, professional knowledge, skills and/or dispositions you possess.
6. Identify one (1) specific goal or area of need/weakness.
7. What are your specific expectations of your future cooperating teacher in light of these strengths and weaknesses?

LESSON PLAN

Your skill and ability as a teacher is dependent upon the development of quality lessons plans that take into account the context and content, and the needs of the students and teacher prior to implementation. During student teaching there is an expectation that you will submit all lesson plans for approval by the cooperating teacher. Therefore, it is paramount that you demonstrate proficiency in the ability to write, think and connect your stated instructional goals to lesson implementation and assessment of students.

Choose one of your *best* lesson plans from a course. Include your reflection of the lesson implementation and the completed faculty evaluation rubric of the completed lesson. Or, if you prefer, develop a lesson on a topic represented in the standards and benchmarks or learning outcomes, and age group you desire to work with during student teaching (use the ECED Lesson Plan template). This new lesson will be evaluated by the Student Teaching Entry Packet reviewer.



**SELF-EVALUATION OF EARLY CHILDHOOD
EDUCATION STUDENT TEACHING PREPAREDNESS**

Name _____

(circle all that apply): Undergraduate Bilingual/TESOL Endorsement

Spring Student Teaching Fall Student Teaching

4 Exceeds Expectations	3 Proficiency	2 Moving toward Proficiency	1 Not prepared
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Professionalism

- Working professionally with my cooperating teacher and university supervisor..... 4 3 2 1
- Working collaboratively with families4 3 2 1
- Effectively implementing culturally relevant and responsive, developmentally appropriate lessons..... 4 3 2 1
- Balancing out-of-school and in-school responsibilities..... 4 3 2 1
- Flexibility with school-wide scheduled & impromptu activities..... 4 3 2 1
- Adhering to ethical standards adopted by the field4 3 2 1

Communication

- Communicating positively and effectively with families, children and staff 4 3 2 1
- Demonstrating thoughtful and responsive listening..... 4 3 2 1
- Asking for help..... 4 3 2 1
- Accepting feedback to inform growth and improvement.....4 3 2 1

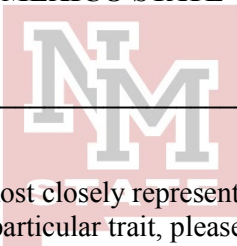
Instructional Planning & Implementation

- Organizing classroom environment and activities to ensure the health and safety of children..... 4 3 2 1
- Creating classroom environment and experiences that sustain attention and interest4 3 2 1
- Making adequate time to prepare instructional materials..... 4 3 2 1

Developing daily and long-term lesson plans.....	4	3	2	1
Using state standards and benchmarks or learning outcomes to create lessons.....	4	3	2	1
Planning lessons that reflect developmentally appropriate expectations for all students.....	4	3	2	1
Integrating content area concepts across all areas of instruction	4	3	2	1
Incorporating a variety of pedagogical strategies into practice.....	4	3	2	1
Promoting creativity and active involvement.....	4	3	2	1
Assessment				
Connecting assessment to stated goals and objectives.....	4	3	2	1
Developing valid and varied evaluation tools to assessment achievement	4	3	2	1
Incorporating formative assessment into instruction.....	4	3	2	1
Guidance/Classroom Management				
Adhering to classroom schedules	4	3	2	1
Developing and/or implementing strategies that support children in becoming active contributors to the classroom community.....	4	3	2	1
Implementing record keeping procedures (school and district)	4	3	2	1
Diversity				
Adjusting teaching style to meet the learning styles of all students in the classroom	4	3	2	1
Addressing multicultural issues through planning and interacting with children and staff.....	4	3	2	1
Relating to and providing for English Language Learners.....	4	3	2	1
Identifying stereotypes and bias in curriculum materials & adapt instruction accordingly.....	4	3	2	1
Inclusion:				
Participating in the IFSP/IEP process; ensuring families play an active role.....	4	3	2	1
Providing for the individual needs of students.....	4	3	2	1
Relating to and providing for students with exceptionalities.....	4	3	2	1

FACULTY RECOMMENDATION FOR ADMISSION TO ECED STUDENT TEACHING

**College of Education
NEW MEXICO STATE UNIVERSITY**



NAME OF CANDIDATE _____ **BANNER ID** _____

Evaluator: Please supply a rating which most closely represents your evaluation of each disposition. If you have had insufficient opportunity to observe a particular trait, please mark n/a.

4 Exceeds Expectations	3 Proficiency	2 Moving toward Proficiency	1 Unacceptable
TC performs the task. Consistently demonstrates the knowledge, skills, and attitudes associated with the task.	TC often performs the task and demonstrates the knowledge, skills, and attitudes associated with the task.	TC sometimes performs the task. Sometimes demonstrates the knowledge, skills, and attitudes associated with the task	Does not demonstrate the knowledge, skills, and attitudes associated with the task.

- Exhibits a positive disposition toward all colleagues and students _____
- Seeks advice and resources _____
- Accepts feedback _____
- Works effectively with the peers _____
- Follows through on all obligations _____
- Demonstrates responsibility for professional growth _____
- Uses verbal, nonverbal & other techniques to enhance student engagement _____
- Demonstrates thoughtful and responsive listening and speaking _____
- Demonstrates appropriate and relevant knowledge in the content areas _____
- Demonstrates awareness of multicultural content & pedagogy in meeting students' needs _____
- Demonstrates confidence in content area throughout planning & delivery _____
- Demonstrates skills to adapt and work with diverse learners
(including special needs, race, gender, language, family configuration etc.) _____
- Demonstrates sensitivity to New Mexico's unique linguistic and cultural diversity _____

Name of Evaluator (print) _____ **Position** _____

Department: _____ **Phone Number** _____

Evaluator's Signature _____

PLEASE RETURN TO STUDENT IN A SEALED, CONFIDENTIAL ENVELOPE.

**COLLEGE OF EDUCATION – NEW MEXICO STATE UNIVERSITY
STEP EVALUATION FORM (SAMPLE)**

Student Name _____

Banner ID # _____

	EXCEEDS PROFICIENCY	PROFICIENCY	MOVING TOWARD PROFICIENCY	NOT PROFICIENT	
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LETTER OF INTRODUCTION	4	3	2	1	_____
Professional representation of self					
Understanding of diversity					
Knowledge of educational field					
Ability to engage in self-reflection					
Overall written communication					

LESSON PLAN (see rubric)	4	3	2	1	_____
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FACULTY RECOMMENDATION (transfer average from form)					_____
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NMTA SCORES AND TRANSCRIPTS	4	3	2	1	_____
Performance in coursework					
Evidence of content knowledge					
Evidence of teaching field knowledge (ECED, ELED, SEC)					

PRACTICA EVALUATIONS	4	3	2	1	_____
Pedagogical skills					
Professionalism					
Openness to feedback and supervision					
Reflective practice					
Working with diverse learners					

OVERALL IMPRESSION OF PACKET	4	3	2	1	_____
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Comments:

TOTAL _____

The College of Education Student Teaching Admission Committee will use this form as a guide when reviewing packet Applications to Student Teaching.